Early Childhood System-wide Evaluation Tool: Program-wide (EC SET-PW)

Overview

Purpose of the SET

The Systems-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of program-wide effective behavior support across each academic school year. The SET results are used to:

1. Assess features that are in place
2. Determine annual goals for program-wide effective behavior support
3. Evaluate on-going efforts toward program-wide behavior support,
4. Design and revise procedures as needed, and
5. Compare efforts toward program-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Products to Collect

1._____   Parent handbook (to include discipline policies)
2._____   School improvement plan goals
3._____   Annual Action Plan for meeting program-wide behavior support goals
4._____   Social Skills instructional materials/ implementation time line
5._____   Behavioral incident summaries and referral form
6._____   Classroom materials related to PBS
7._____   Other related information

Using SET Results

The results of SET will provide programs with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to program-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

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Implementation Guide

School _____   **Date**_____

District _____   **State**_____

Step 1: Make Initial Contact
A. Identify school contact person & give overview of EC SET page with the list of products needed.
B. Ask when they may be able to have the products gathered. Approximate date:
C. Get names, phone #'s, email address & record below.

Name	Phone
Email	

PRODUCTS TO COLLECT:

[ ] Parent handbook (to include discipline policies)
[ ] School improvement plan goals
[ ] Annual Action Plan for meeting program-wide behavior support goals
[ ] Annual Social skills instructional materials/ implementation time line
[ ] Behavioral incident summaries and referral form
[ ] Classroom materials related to PBS
[ ] Other related information

Step 2: Confirm the Date to Conduct the EC SET
A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.
Meeting date & time:

Step 3: Conduct the EC SET
A. Conduct administrator interview. B. Tour program to conduct observations of posted rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
C. Review products & score EC SET.

Step 4: Summarize and Report the Results
A. Summarize surveys & complete EC SET scoring. B. Update school graph. C. Meet with team to review results.   Meeting date & time:

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Scoring Guide

School_____   Date_____

District_____   State_____

Pre_____   Post_____   EC SET data collector_____

Feature	Evaluation Question	Data Source (circle sources used) P= product; 1= interview; O= observation	Score: 0-2
A. **Expectations Defined**	1. Is there documentation that staff has agreed to 3 or fewer positively stated rules/ behavioral expectations? (0=no, 1= too many/negatively focused, 2 = yes) Rules:	Parent handbook P Instructional materials Other	
	2. Are the agreed upon rules & expectations publicly posted in 9 of 10 locations? (See interview & observation form for selection of locations). (0= 0-5, 1= 6-8, 2= 9-10)	Wall posters O Other	
B. **Behavioral Expectations Taught**	Is there a documented system for teaching behavioral expectations to students on a monthly basis? (0= no, 1 = states that teaching will occur, 2= yes)	Lesson plans P Instructional materials Other	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this past month? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews I Other	
	3. Do 90% of team members asked state that the program-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews Staff development plan I Other	
	4.a. Can at least 70% of 15 or more students **without** developmental delays state 67% of the rules? (0= 0-50%, 1= 51-69%, 2= 70-100%) 4.b. Can at least 70% of 15 or more students **with** developmental delays show an understanding of the universal expectations with the level of support that is appropriate for that student as determined and indicated by teachers? (0= 0-50%, 1= 51-69%, 2= 70-100%)	Interviews I Other Interviews I **Indicate level of support needed for children: prompt, picture cue**	
	5. Can 90% or more of the staff asked list 67% of the rules? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews I Other	
C. **On-going System for Acknowledging Behavioral Expectations**	Is there a documented system for acknowledging student behavior? (0= no, 1= states to acknowledge, but not how, 2= yes)	Instructional materials P Lesson Plans; Interviews I Other	
	2. Do 50% or more students asked indicate they have received acknowledgement and/or an incentive for expected behaviors over the past week? (0= 0-25%, 1= 26-49%, 2= 50-100%)	Interviews I Other **For students with delays, how did they indicate?**	
	3. Do 90% of staff asked indicate they have delivered acknowledgement and/or an incentive to students for expected behavior over the past week? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews I Other	

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Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; 0= observation	Score: 0-2
D. **System for Responding to Behavioral Violations**	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no, 1= states to document, but not how, and 2 = yes)	Parent handbook P Instructional materials Crisis plan Teacher support team Other	
	2. Do 90% of staff asked agree with administration on a procedure for receiving support from administration or a behavior consultant when problem behavior occurs, and what problems are classroom-managed? (0=0-50%, 1=51-89%, 2=90-100%)	Interviews I Other	
	3. Is the documented crisis plan for responding to dangerous situations posted in 6 of 7 locations? (0= 0-3, 1= 4-5, 2= 6-7)	Visible Crisis Plan 0 Other	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%,1= 51-89%, 2= 90-100%)	Interviews I Other	

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E. **Monitoring** & **Decision-Making**	1. Does the discipline referral form list (a) student name/age, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable trigger, & (i) consequences given? (0=0-3 items, 1= 4-6 items, 2= 7-9 items)	Referral form (circle items present on the referral form) P	
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no, 1= referrals are collected, 2= yes)	Interview I Other	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no, 1= 1-2 times/yr., 2= 3 or more times/yr)	Interview I Other	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school wide effective behavior support efforts? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews I Other	
F. **Management**	1. Does the program improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no, 1= 4 or higher, 2= yes)	School Improvement Plan, P Interview Other I	
	2. Can 90% of staff asked report that there is a program-wide team to address behavior support systems? (0= 0-50%, 1= 51-89%, 2=90-100%)	Interviews I Other	
	3. Does the administrator report that team membership includes representation of all staff? (0=no, 2= yes)	Interview I Other	
	4. Can 90% of team members asked identify the team leader? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interview I Other	
	5. Is the administrator an active member of the program-wide behavior support team? (0= no, 1= yes, but not consistently, 2 = yes)	Interview I Other	
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting, 1=less often than monthly, 2= at least monthly)	Interview I Other	
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no, 1= less than 4 times per year, 2= yes)	Interview I Other	
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no, 2=yes)	Annual Plan, calendar P Other	
G. **District-Level Support**	1. Does the program budget contain an allocated amount of money for building and maintaining program-wide behavioral support? (0= no, 2= yes)	Interview I Other	
	2. Can the administrator identify an out-of-program liaison in the district or state? (0= no, 2=yes)	Interviews I Other	

Summary Scores:	A = /4 B = /10	C = /6	D = /8	E = /8
	F= /16 G = /4	Mean = /7		

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EC SET Administrator Interview Questions

"Let's talk about your discipline system."

1) Do you collect and summarize behavior incident information? Yes____ No____
   (If no, skip to #4.)
2) What system do you use for collecting office disciplines referrals?

   _____
   a) What data are collected?_____
   b) Who collects the data? _____ _____
3) What do you do with the behavior incident information?

   _____
   a) Who uses the data?_____
   b) How often do you share it with the full staff?
      _____
4) What type of problems do you expect teachers to refer to an administrator or to the behavior consultant for support?

   _____

5) What is the procedure for handling extreme emergencies in the building (i.e. stranger in building with a gun/ serious fight)?
   _____

6) Is there a process for determining when a behavioral concern would warrant a referral to the special education evaluation team?
   _____

"Let's talk about your program rules."

6) Do you have rules? Yes ____ No ____ (If no, skip to #9.)
7) How many are there? _____
8) What are the rules?

   _____
9) Do you acknowledge students for doing well socially in ways that you do in other developmental areas? Yes ____ No ____ (If no, skip to # 11.)

10) What are the social acknowledgements/activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)?
    _____

"Do you have a team that addresses school wide discipline?" (If no, skip to # 18)

11) Has the team taught/reviewed the program-wide program to staff this year?
    Yes ____ No ____
12) Is your program-wide team representative of your staff? Yes ____ No ____
13) Are you on the team? Yes ____ No ____
14) How often does the team meet? _____ _____
15) Do you attend team meetings consistently? Yes ____ No ____
16) Who is your team/leader? _____
17) Does the team provide faculty updates on activities & data summaries?
    Yes ____ No ____ If yes, how often? _____
18) Do you have an out-of-program liaison in the state or district to support you on positive behavior support systems development? Yes ____ No ____ If yes, who? _____

19) What are your program improvement goals?

    _____

20) Does your budget contain an allocated amount of money for building and maintaining program-wide behavioral support? Yes ____ No ____ If yes, where does the money come from?
_____

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Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. *Interviews can be completed during the school tour.* Randomly select students and staff as you walk through the school. Use the interview scoring page to record student, staff, and team member responses.

Staff Interview Questions *Interview a minimum of 10 staff*

1) 1. Is there a program-wide team that addresses behavioral support in your building?

2) Are you on the team?

3) What are the _____ (school rules, high 5's, 3 bee's)? (define what the acronym means)

4) Have you taught the school rules/behavioral expectations this week?

5) Have you given out any _____ this week?
(acknowledgement or incentives for appropriate behavior)

6) What type of student problems do/would you refer to the program support staff?

7) What is the procedure for dealing with a stranger/ serious fight in the building?

Team Member Interview Questions

1)   Does your team use behavioral data to make decisions?

2) Who is the team leader/facilitator?

3) Has your team taught/reviewed the program-wide program with staff this year?

Student Interview Questions *Interview a minimum of 15 students*

1) What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2) Has an adult told you how you were _____ this week? (Insert expectations for the program) What was your behavior? _____

Students With Developmental Delays Interview Questions *interview a minimum of 15 students*

**Questions are the same as above. Have the adult provide supports such as verbal prompts and visual picture cues.

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Person interviewed, and building, and if Title I or ECSE	Name the program rules? (Record # of rules named)	Have you taught the program rules/behavior expectations to students this week?	Have you given any acknowledging feedback/incentives this past week?	What type of student problems do/would you refer to the office/call a behavior consultant about?	What is the procedure for dealing with a stranger/serious fight?	Is there a team to address program-wide behavior support systems?	Are you on that team? (If yes, answer 3 more questions.)
1		Y N	Y N			Y N	Y N
2		Y N	Y N			Y N	Y N
3		Y N	Y N			Y N	Y N
4		Y N	Y N			Y N	Y N
5		Y N	Y N			Y N	Y N
6		Y N	Y N			Y N	Y N
7		Y N	Y N			Y N	Y N
8		Y N	Y N			Y N	Y N
9		Y N	Y N			Y N	Y N
10		Y N	Y N			Y N	Y N
11		Y N	Y N			Y N	Y N
12		Y N	Y N			Y N	Y N
Specialist 1		Y N	Y N			Y N	Y N
Specialist 2		Y N	Y N			Y N	Y N
Specialist 3		Y N	Y N			Y N	Y N
Specialist 4		Y N	Y N			Y N	Y N

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Team member staff position	Does your team use behavioral data to make decisions?	Has your team taught/ reviewed Program-Wide PBS with staff this year?	Who is the team leader/facilitator?
1	Y N	Y N	
2	Y N	Y N	
3	Y N	Y N	
4	Y N	Y N	
	Y N	Y N	
	Y N	Y N	

Student Q: What are the classroom rules? Record the # of rules known.	Student Q: Has someone talked to you about your good behavior this week?	Student Q: What are the classroom rules? Record the # of rules known.	Student Q: Has someone talked to you about your good behavior this week?	Student Q: What are the classroom rules? Record the # of rules known.	Student Q: Has someone talked to you about your good behavior this week?
1	Y N	2	Y N	3	Y N
4	Y N	5	Y N	6	Y N
7	Y N	8	Y N	9	Y N
10	Y N	11	Y N	12	Y N
13	Y N	14	Y N	15	Y N
16	Y N	17	Y N	18	Y N
19	Y N	20	Y N	21	Y N
22	Y N	23	Y N	24	Y N

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Student Q: What are the classroom rules? Record the # of rules known.	Student Q: Has someone talked to you about your good behavior this week?	Student Q: What are the classroom rules? Record the # of rules known.	Student Q: Has someone talked to you about your good behavior this week?	Student Q: What are the classroom rules? Record the # of rules known.	Student Q: Has someone talked to you about your good behavior this week?
25	Y N	26	Y N	27	Y N
28	Y N	29	Y N	30	Y N
31	Y N	32	Y N	33	Y N
34	Y N	35	Y N	36	Y N
37	Y N	38	Y N	39	Y N
40	Y N	41	Y N	42	Y N
43	Y N	44	Y N	45	Y N
46	Y N	47	Y N	48	Y N
	Y N		Y N		Y N

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Data Collection Protocol

[] Conducted Annually

[] Conducted before school-wide positive behavior support interventions begin

[] Conducted 6-12 weeks after school-wide positive behavior support interventions are completed

Revision History

1. Stormont and Beckner, Summer 2004-Adapted for use by Early Childhood programs
2. Boland 4/4/2002- Added this cover page; changed font to Verdana; Converted "Products to Collect" to textbox; added "District" and "State" to make school identification easier; made numerous changes to table and list formats; revised footer; added "Relationship of SET Features and Questions to EBS Database Columns".
3. Todd, October or November 2001- Created in consultation with Horner and others.

Database structure

See "Relationship of SET Features and Questions to EBS Database Columns" at the end of this document and the "SETs" page in the EBS2 DB model.pdf file in the following folder:

//Coe-dean/sys/EBS/EBS Database/Research Tools/Supporting Documents